

## Sedgefield Middle

131 Charles Gibson Blvd.  
Goose Creek, SC 29445

**Grades** 6–8 Middle School

**Enrollment** 963 Students

**Principal** Don L. Brown, III 843–797–2620

**Superintendent** Dr. J. Chester Floyd 843–899–8600

**Board Chair** Kathleen Bounds 843–761–5437

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	26	5

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 21 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	No
<b>2005</b>	Below Average	Unsatisfactory	No

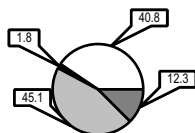
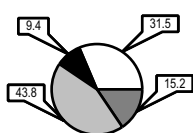
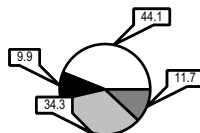
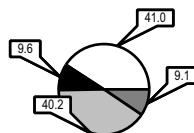
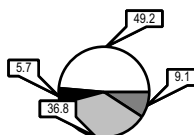
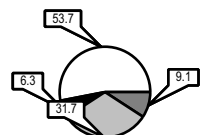
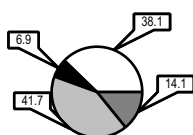
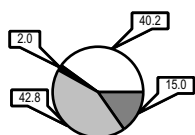
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	913	100.0	40.7	45.2	12.2	1.8	24.5	Yes	Yes
<b>Gender</b>									
Male	447	100.0	49.8	39.0	10.8	0.5	21.3		
Female	466	100.0	32.3	51.1	13.6	3.0	27.6		
<b>Racial/Ethnic Group</b>									
White	419	100.0	31.4	50.7	15.3	2.6	31.1	No	Yes
African American	398	100.0	49.2	42.3	7.5	1.1	18.0	No	Yes
Asian/Pacific Islander	34	100.0	31.3	31.3	34.4	3.1	40.6	I/S	I/S
Hispanic	61	100.0	54.7	35.8	9.4	0.0	13.2	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	790	100.0	35.3	48.7	13.8	2.1	27.9		
Disabled	123	100.0	75.7	22.5	1.8	0.0	2.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	913	100.0	40.7	45.2	12.2	1.8	24.5		
<b>English Proficiency</b>									
Limited English Proficient	47	100.0	72.5	22.5	5.0	0.0	7.5	I/S	Yes
Non-Limited English Proficient	866	100.0	39.1	46.4	12.6	1.9	25.4		
<b>Socio-Economic Status</b>									
Subsidized meals	635	100.0	45.3	43.7	10.3	0.7	19.6	No	Yes
Full-pay meals	278	100.0	30.6	48.6	16.5	4.3	35.7		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	914	99.9	31.6	43.8	15.2	9.3	35.5	Yes	Yes
<b>Gender</b>									
Male	448	99.8	31.7	41.6	16.5	10.2	35.9		
Female	466	100.0	31.6	45.9	14.1	8.4	35.1		
<b>Racial/Ethnic Group</b>									
White	419	100.0	25.6	40.9	20.6	12.9	44.3	Yes	Yes
African American	399	100.0	36.9	49.0	9.6	4.4	24.5	Yes	Yes
Asian/Pacific Islander	34	100.0	15.6	40.6	21.9	21.9	59.4	I/S	I/S
Hispanic	61	98.4	47.2	32.1	11.3	9.4	34.0	Yes	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	790	99.9	26.7	45.5	17.0	10.8	39.8		
Disabled	124	100.0	63.4	33.0	3.6	0.0	8.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	914	99.9	31.6	43.8	15.2	9.3	35.5		
<b>English Proficiency</b>									
Limited English Proficient	47	97.9	45.0	37.5	7.5	10.0	30.0	I/S	Yes
Non-Limited English Proficient	867	100.0	31.0	44.2	15.6	9.3	35.8		
<b>Socio-Economic Status</b>									
Subsidized meals	636	99.8	34.7	45.5	13.1	6.6	31.9	Yes	Yes
Full-pay meals	278	100.0	24.7	40.0	20.0	15.3	43.5		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	914	100.0	43.8	34.5	11.8	9.8	21.6
<b>Gender</b>							
Male	448	100.0	43.1	31.4	14.2	11.2	25.4
Female	466	100.0	44.5	37.5	9.6	8.4	18.0
<b>Racial/Ethnic Group</b>							
White	419	100.0	34.0	34.8	16.9	14.2	31.1
African American	399	100.0	54.0	35.3	6.1	4.7	10.7
Asian/Pacific Islander	34	100.0	25.0	40.6	12.5	21.9	34.4
Hispanic	61	100.0	54.7	24.5	15.1	5.7	20.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	790	100.0	38.8	36.9	13.1	11.2	24.3
Disabled	124	100.0	75.9	19.6	3.6	0.9	4.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	914	100.0	43.8	34.5	11.8	9.8	21.6
<b>English Proficiency</b>							
Limited English Proficient	47	100.0	60.0	27.5	10.0	2.5	12.5
Non-Limited English Proficient	867	100.0	43.0	34.9	11.9	10.2	22.1
<b>Socio-Economic Status</b>							
Subsidized meals	636	100.0	49.4	33.2	10.8	6.6	17.5
Full-pay meals	278	100.0	31.4	37.6	14.1	16.9	31.0

<b>Social Studies</b>							
All Students	914	100.0	40.9	40.2	9.3	9.5	18.8
<b>Gender</b>							
Male	448	100.0	39.9	39.2	10.2	10.7	20.9
Female	466	100.0	41.9	41.2	8.4	8.4	16.9
<b>Racial/Ethnic Group</b>							
White	419	100.0	35.4	38.5	12.1	14.0	26.1
African American	399	100.0	45.5	43.3	5.8	5.5	11.3
Asian/Pacific Islander	34	100.0	28.1	46.9	12.5	12.5	25.0
Hispanic	61	100.0	58.5	26.4	11.3	3.8	15.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	790	100.0	36.2	42.7	10.2	10.9	21.1
Disabled	124	100.0	71.4	24.1	3.6	0.9	4.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	914	100.0	40.9	40.2	9.3	9.5	18.8
<b>English Proficiency</b>							
Limited English Proficient	47	100.0	65.0	20.0	15.0	0.0	15.0
Non-Limited English Proficient	867	100.0	39.7	41.2	9.0	10.0	19.0
<b>Socio-Economic Status</b>							
Subsidized meals	636	100.0	45.0	40.5	8.6	5.9	14.5
Full-pay meals	278	100.0	31.8	39.6	11.0	17.6	28.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	346	99.7	41.1	39.0	18.2	1.8	19.9
	7	310	100.0	40.0	48.8	10.2	1.0	11.2
	8	278	100.0	30.9	56.9	11.9	0.4	12.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	100.0	46.2	34.4	16.2	3.2	19.4
	7	324	100.0	39.9	50.0	9.8	0.3	10.1
	8	307	100.0	36.5	49.6	11.7	2.2	13.9
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	346	100.0	24.9	45.1	21.4	8.6	30.0
	7	310	100.0	33.2	46.4	10.2	10.2	20.3
	8	278	100.0	39.0	48.7	10.0	2.2	12.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	99.7	24.7	42.5	21.9	10.9	32.8
	7	324	100.0	27.4	47.0	12.8	12.8	25.7
	8	308	100.0	41.8	41.8	12.0	4.4	16.4
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	100.0	44.5	28.7	13.4	13.4	26.7
	7	324	100.0	40.5	38.9	12.2	8.4	20.6
	8	308	100.0	46.9	34.9	9.8	8.4	18.2
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	282	100.0	33.6	37.7	13.8	15.0	28.7
	7	324	100.0	47.0	40.5	5.7	6.8	12.5
	8	308	100.0	40.7	42.5	8.7	8.0	16.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 963)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	5.7%	Down from 7.7%	11.5%	15.5%
Retention rate	3.3%	Down from 6.8%	3.5%	3.0%
Attendance rate	95.5%	No change	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Down from 6.7%	6.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Down from 6.6%	5.5%	4.6%
Eligible for gifted and talented	8.0%	Up from 7.7%	12.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.2%	Down from 16.5%	14.4%	13.6%
Older than usual for grade	7.9%	Down from 9.0%	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 3.7%	0.9%	0.8%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 54)</b>				
Teachers with advanced degrees	57.4%	Up from 48.2%	47.8%	51.8%
Continuing contract teachers	59.3%	Down from 78.6%	75.4%	78.1%
Highly qualified teachers	84.0%	Down from 85.7%	88.4%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	7.7%	6.0%
Teachers returning from previous year	74.9%	Down from 80.7%	84.7%	85.4%
Teacher attendance rate	95.1%	Up from 94.2%	94.8%	94.9%
Average teacher salary	\$40,511	Up 5.3%	\$40,357	\$41,328
Prof. development days/teacher	12.9 days	Up from 10.1 days	11.6 days	11.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	25.0 to 1	Down from 26.1 to 1	20.9 to 1	21.3 to 1
Prime instructional time	89.1%	Up from 88.5%	89.4%	89.3%
Dollars spent per pupil*	\$5,023	Down 0.6%	\$6,144	\$6,022
Percent of expenditures for teacher salaries*	54.9%	Down from 57.8%	60.8%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	98.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sedgefield Middle School serves nearly 1000 students in grades six, seven and eight. We strive to provide a challenging curriculum to meet the needs of all students. The core curriculum emphasizes English language arts, mathematics, science, and social studies. Students also have the opportunity to become actively involved in a variety of other areas which include, but are not limited to, physical education, health, art, computer literacy, industrial technology, band, chorus, and ACE.

The mission of Sedgefield Middle School is to ensure that all students are afforded the opportunity to achieve their maximum potential. Teachers utilize inviting and engaging teaching strategies that encourage students to write across our standards-based curriculum. Our teachers have been involved in the South Carolina Reading Initiative, a professional literacy group, which encourages the latest research-based strategies in reading instruction. As part of the initiative we participated in a school-wide read aloud where all staff and students, along with some community members, read from a selected book.

Students were offered remediation and enrichment in a computer lab setting where they worked at their instructional level. Placement was based on scores from Measures of Academic Progress (MAP), which is a computer-based assessment tool. Based on this feedback, growth was seen in targeted areas within math, reading and writing.

Sedgefield Middle School teachers are involved in ongoing staff development training to continuously improve instruction and to increase student achievement. Curriculum Mapping and Standards in Practice are two programs that are in place to assist in assuring student success in meeting South Carolina State Standards. Thinking Maps are utilized at every grade level to teach students to organize their thoughts and make connections that enhance critical thinking skills.

Sedgefield Middle students are encouraged to participate in activities and clubs such as intramural sports, Junior Beta Club, Student Council, Grandparents Club, Service Learning, Drama Club and Latin Club. All students are invited to participate in tutorials before and/or after school for homework assistance. Students who are competitive may choose to compete in Quest or the Quiz Bowl, while those musically inclined may choose to take part in All-County Band or All-County Chorus.

Students, teachers, staff members, parents and community members work diligently as a team to achieve our academic goals. Sedgefield Middle School students, teachers and staff members are reminded daily of our motto and we will continue to "Go For The GOLD".

Don L. Brown, III - Principal

Louise Dixon - School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	43	250	75
Percent satisfied with learning environment	95.0%	61.4%	65.8%
Percent satisfied with social and physical environment	92.9%	59.2%	67.1%
Percent satisfied with school-home relations	62.8%	74.4%	58.3%

\*Only students at the highest middle school grade level at this school and their parents were included.